

**URBAN
MUNICIPAL**

CA4 ON HBL W26
A37
2002

AGENDAS/MINUTES
SPECIAL EDUCATION ADVISORY
COMMITTEE OF THE HAMILTON-
DISTRICT SCHOOL BOARD
FEB. 27, 2002 ...

URBAN MUNICIPAL

CAY ON HBL W26
A37
2002

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD AGENDA SPECIAL EDUCATION ADVISORY COMMITTEE Wednesday, February 27, 2002

Location: Board Room

7:00 p.m.

URBAN MUNICIPAL

M. Botting

FEB 26 2002

GOVERNMENT DOCUMENTS

1. Call to order
2. Election of Chair/Vice-Chair
3. Approval of Agenda
4. Approval of the Minutes of January 30, 2002
5. Timed Presentation
 - a. Early Identification Process
6. Remarks – Chair
7. Special Education Report
8. Committee Reports
9. Members' Updates
10. Business Arising from the Minutes
 - a. Update re Group Smart Funding for Special Education
 - b. Update re SEAC Workshop on April 17, 2002
11. New Business
12. Correspondence
 - a. Thames Valley District School Board re Concern with the ISA Comprehensive Review Process
13. Other Business – Chair
 - a. Special Education Plan 2001-2002
14. Distribution
 - a. Handout from N. Harper's ISA presentation
 - b. HWDSB Exceptional-Regular Class Enrolment
 - c. Executive Council Structure

Future Meetings

Committee of the Whole	Monday, March 4, 2002	6:30 p.m.
Committee of the Whole	Monday, March 18, 2002	6:30 p.m.
Board	Monday, March 25, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, March 27, 2002	7:00 p.m.

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
JANUARY 30, 2002

Those present:

B. Pupols, Down Syndrome Association of Hamilton, Interim Chair of SEAC
J. Bishop, Trustee
H. Bushey, CHOICES – Supporting People with Developmental Disabilities
M. Cook, Hamilton-Wentworth Council of Home and School Associations
E. Jenkins, Association for Bright Children
D. Marshall, The Sean Logan Centre for Tourette Syndrome
B. Nabuurs, Hamilton Community Care Access Centre
T. Parker, Learning Disabilities Association of Hamilton-Wentworth (alternate)
R. Peters, Canadian National Institute for the Blind (CNIB)
M. Robertson, Hamilton Association for Community Living (alternate)
C. Vidic, Children and Adults with Attention Deficit Disorders (ChADD)
C. Vlahovich, The Children's Aid Society of Hamilton-Wentworth
V. Wylson-Sher, Autism Society Ontario Hamilton-Wentworth Chapter

Regrets:

R. Belch, Chedoke Child and Family Centre
N. Dalziel, Hamilton District Society for Disabled Children
M. Matson, Hamilton District Society for Disabled Children (alternate)
E. McComb, Easter Seal Society, Ontario

In attendance:

M. Botting, Superintendent of Instructional Services
E. Corcione, Principal of Special Education Services

Also in attendance:

D. Hughes, Hamilton-Wentworth Elementary Teachers' Local
D. Pente, PC-21 Principals' Council
G. Moncur, Hamilton-Wentworth Principals' Association

1. Call to Order

The Chair called the meeting to order at 7:02 p.m.

2. Approval of Agenda

It was moved by H. Bushey: That the agenda be approved.

Added item:

9. Business Arising from the Minutes
 b. Update re Presentation by Lindsay Moir – V. Wylson-Sher

To the motion, as amended, **CARRIED.**

3. Approval of the Minutes of December 19, 2001

It was moved by C. Vidic: That the minutes of December 19, 2001 be approved.
CARRIED.

4. Timed Presentation**a. Presentation re Safe Schools**

M. Botting introduced P. Gillie, retired Superintendent of Education, who provided a one- hour Power Point detailed presentation on the implementation of the Safe Schools: Suspension and Expulsion Policies. [Hard copies of the presentation were distributed at the meeting; a copy on file in the Minute Room.]

P. Gillie noted most of the changes from the Ministry were not new to our system as these have been in the Board's Safe Schools policy for over ten years. She added the legislation gave an opportunity for renewal and dialogue with the community relative to the area of school safety.

Emphasizing the Board's good working relationship with Police Services for a number of years, P. Gillie advised that final approval of the Police Board Protocol is anticipated by October 2002.

Responding to V. Wylson-Sher, P. Gillie offered the following clarifications:

- (a) Temporary withdrawal has been retained but is not recorded as suspension. Ministry directives articulate that school boards can establish their own requirements.
- (b) Relative to the suspension process, the school principal, upon agreement with the parent, may allow a student to go home (in some cases, may suggest a "cool down" period). Parents may be allowed to keep their child at home for some ongoing concerns or until the issue is resolved and may also consult/solicit the assistance of a social worker.

When C. Vidic asked how parents are advised of their appeal rights, P. Gillie indicated that, in all instances (including suspension by a teacher), a notice should be served. The policy includes an immediate contact with the parent(s) followed by a letter.

P. Gillie explained for C. Vidic that a strict discipline program is a combination of academic, social and behavioural programs addressing the needs of students (the process is similar to SALEP and Section 19 programs). In terms of model, P. Gillie stated further the Board has to establish an appropriate approach because the legislation is so prescriptive and the school community has an expectation from the principal in this key area. She noted nothing is in place to date to address a student on a limited expulsion. There may be instances where parents will appeal to have a limited expulsion changed to full expulsion in order to access more educational services/resources (e.g. psychiatric services) for their children.

D. Marshall voiced his concerns with the adverse implications of the Suspension Policy, particularly the application of mitigating circumstances, to exceptional students.

P. Gillie stated nothing is "carved in stone" in the policy document and stakeholders will always be given the opportunity to work with the Board and provide input to address issues/concerns. Although the revisions to the Safe Schools Act seemed very rigid, she remarked school boards are expected to comply to this legislation, noting it provides for discretion in dealing with mitigating circumstances. P. Gillie noted further the section dealing with expelled student's re-entry into the school system talks about positive re-direction of the student.

D. Marshall suggested the student's Individual Education Plan (IEP) be a factor during consideration of suspension.

B. Pupols said this is one issue that will be addressed by the committee overseeing the SEAC concerns.

In reply to M. Cook's question, P. Gillie affirmed that the Ministry's language with respect to mitigating circumstances is captured entirely in the Board's policy, stressing this will assist the school principals in exercising their legislated authority.

H. Bushey received assurance that the expulsion process, particularly the strict discipline program, includes a mechanism to address the potential for continuing safety threat in any given school situation.

On behalf of SEAC, the Chair thanked P. Gillie for her time and the informative presentation.

5. Remarks – Chair

The Chair reminded members of the election for SEAC Chair and Vice-Chair at the February meeting.

6. Special Education Report

E. Corcione presented the report.

In response to J. Bishop's questions, the following clarifications were offered:

- The requested special education statistics (relative to the October 31st enrolment figures) will be brought to SEAC as soon as the Ministry report reflecting this information is received.
- E. Corcione agreed to provide members copies of N. Harper's ISA presentation at the December meeting.
- With regard to the Pre-school Speech and Language Initiative (Planning Guidelines for Transition to School) noted on Page 6-9, there was no discussion at the time this was distributed (further information may be forthcoming).

7. Committee Reports

a. Educational Assistant Sub-Committee [Special Education Concerns]

J. Bishop said the committee reviewed and finalized its report which included seven recommendations.

8. Members' Updates

a. Down Syndrome Association of Hamilton

B. Pupols drew attention to the upcoming "Growing to Meeting the Challenge" conference scheduled for May 3 and 4, 2002 at Mohawk College, noting the following resolution passed by the Down Syndrome Association of Hamilton:

"That the full registration fees for any educational assistants directly working with a student with Down Syndrome be covered by the Down Syndrome Association of Hamilton for the "Growing to Meet the Challenge" conference scheduled for May 3 and 4, 2002 at Mohawk College in Hamilton."

b. Canadian National Institute for the Blind (CNIB)

R. Peters was pleased to report that 10,000 pages were read at the recent CNIB's Braille reading challenge event.

c. The Sean Logan Centre for Tourette Syndrome

D. Marshall reported the overwhelming number of requests for the association's Tourette Syndrome handbook, noting copies are still available.

d. Trustees

J. Bishop reported the following:

- The Board approved two early school dismissals (one and half hours early), to take place probably in March and April, to enable teaching staff to attend a literacy in-service. The decision was based on the importance of literacy, particularly the different teaching strategies, for the school improvement process and in light of the Ministry's limitation on professional days.
- A news conference hosted by OPSBA regarding funding indicated that boards are underfunded which could lead to drastic cost cutting measures, e.g. reduced transportation.

9. Business Arising from the Minutes**a. Update re Group Smart Funding for Special Education**

M. Botting said she informed Executive Council about the \$3,000 that had been requested from each school board in support of the Sub-Committee on Smart Funding For Special Education (this resulted from the November 24, 2001 meeting at York Catholic School Board). The senior officials have ethical concerns with using public funds for this project, given the already existing organizations which advocate/lobby for special needs children. M. Botting added that, in reviewing the budget lines, no extra funds are available to accommodate the required \$3,000. It was suggested at Executive Council that an alternative route may be to bring the issue directly to the Board.

V. Wylson-Sher said she will not continue on if the Board cannot support her participation.

Expressing disagreement with administration's ethical concerns, D. Marshall suggested exploring other ways of funding this. He was willing to bring the issue to his association and request for financial support, encouraging the other members to do the same.

J. Bishop offered to look into this matter and report back to the members.

At the end of the discussion, the members requested that V. Wylson-Sher attend the sub-committee's meeting this weekend and find out how the other Boards are faring with funding for this undertaking.

b. Update re Presentation by Lindsay Moir

V. Wylson-Sher said Lindsay Moir, a former school principal and Ministry of Education employee, is currently a SEAC consultant and an excellent advocate for children with special needs. Noting his fee is \$360 (including all transportation expenses), V. Wylson-Sher suggested a joint workshop with the separate Board will split the fee and allow for good training for the two Boards' SEAC every year. The open dates for the workshop are: April 3, 17, May 6, 8 and 22.

Reminding members that there is no budget for SEAC at this time and Staff Development funds are earmarked for Board staff, M. Botting noted the need to look at this issue during the Budget deliberation.

E. Jenkins suggested exploring fund-raising activities (e.g. selling tickets to the event).

D. Marshall recommended the inclusion of other neighbouring boards and requesting the associations' financial support.

It was moved by V. Wylson-Sher: That the meeting be extended for fifteen minutes.
CARRIED.

At the conclusion of the discussion,

It was moved by V. Wylson-Sher: That SEAC invite Lindsay Moir, SEAC Consultant, to speak at a joint workshop with The Hamilton-Wentworth Catholic School Board's SEAC on April 17, 2002 *[alternate date is April 3, 2002]* in the Main Auditorium at the Education Centre *[time to be determined]*.
CARRIED.

10. New Business

a. Special Education Plan

E. Corcione distributed copies of the revised and re-formatted 2001-2002 Special Education Plan [a copy on file in the Minute Room], acknowledging the input from SEAC and other key stakeholders.

b. Revision of Additional Qualifications Guidelines in Special Education and Pre-school Deaf Education

E. Corcione said the Ontario College of Teachers has extended its invitation to SEAC members to provide feedback/input to these two important documents.

c. SEAC Coalition Report

E. Corcione stated this is related to the Group Smart Funding for Special Education.

11. Correspondence

a. Sean Logan Centre for Tourette Syndrome re Representation on SEAC

The Chair recalled this item was not dealt with at the last meeting.

It was moved by J. Bishop: That Sean Logan Centre for Tourette Syndrome be an Additional Member of SEAC and Dr. Dan Marshall be appointed as the Centre's representative to SEAC.
CARRIED.

12. Other Business – Chair

Nil.

13. Distribution

a. Special Education: Guide for Educators (from the Ministry of Education)

M. Botting invited members to get a copy of this Ministry document for their respective association.

Adjournment:

It was moved by M. Cook: That the meeting be adjourned, this being done at 9:45 p.m.
CARRIED.

**SPECIAL EDUCATION ADVISORY COMMITTEE
2001-2003 MEMBERSHIP**

Elected Officials of the Board

B. Pupols
- SEAC Chair
(Interim)

Trustees:
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MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

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ADDITIONAL MEMBERS OF SEAC

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***Hamilton-Wentworth Council of Home
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Section 1: General Information	
Project Name	Project ID
Client Name	Client Address
Project Manager	Project Start Date
Project End Date	Project Status
Project Budget	Project Description

Section 2: Project Details	
Project Phase	Project Milestones
Project Tasks	Project Risks
Project Resources	Project Deliverables
Project Schedule	Project Budget Breakdown
Project Communication	Project Change Management

Section 3: Financials	
Project Cost	Project Revenue
Project Profit	Project Loss
Project Breakdown	Project Summary
Project Details	Project Notes
Project Information	Project History

Section 4: Project Management	
Project Plan	Project Schedule
Project Tasks	Project Risks
Project Resources	Project Deliverables
Project Schedule	Project Budget Breakdown
Project Communication	Project Change Management

Section 5: Project Summary	
Project Overview	Project Details
Project Goals	Project Objectives
Project Results	Project Impact
Project Lessons Learned	Project Recommendations
Project Conclusion	Project Sign-off

**SPECIAL EDUCATION ADVISORY COMMITTEE
2001-2003 MEMBERSHIP**

BOARD OFFICIALS/REPRESENTATIVES

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Revised: 2002 02 13

2002 January 7

The Honourable Janet Ecker
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Honourable Minister Ecker:

At the 2001 December 18 meeting of the Thames Valley District School Board, trustees approved the following motion as recommended by the Special Education Advisory Committee:

"That a letter be sent to the Minister of Education, copied to other district school boards and the provincial SEAC, from the Chair of SEAC and the Chair of the Thames Valley District School Board, expressing our concern with the ISA comprehensive review process."

Specifically, our concern has to do with the discrepancy which has become evident between Ministry Guidelines directing the ISA Comprehensive Review process and actual practice. The Board requests that this discrepancy be clarified in favour of the methodology initially advanced by the Ministry of Education.

The Thames Valley District School Board supports the Ministry of Education initiative to provide school Boards with proportional Special Education funding based upon need. We realize the complexities inherent in the ISA process and applaud the adoption of the recommendations made by the ISA Working Group. We have been encouraged by efforts to clarify the review process and to reduce the administrative burden.

Unfortunately, as we began our preparations for the 2001-02 Comprehensive Review significant discrepancies emerged between Ministry Guidelines and actual practice. These differences have both very specific as well as broad implications for all Boards throughout the province.

Firstly, information about establishing a baseline of files was presented at the ISA training session in August in the *"Addendum to the ISA Guidelines 2001-02, Summer 2001"*, and through the *"Technical Paper"* of September 6, 2001. These documents outline a method for determining the number of "grandparented" files by calculating "each ISA profile, or separately by ISA levels 2 and 3 within each profile, whichever calculation results in a higher number." The documents and the Ministry of Education presenters clearly stated that this option would allow for the maximum number of files to enter a Board's baseline, thus resulting in reduced administrative burden.

When a large discrepancy became evident between the Ministry baseline numbers and our calculations, the response to our query was "there was no option to calculate by whole profiles". The Director of the Ministry of Education, Finance Branch, apologised for the error in the wording of each of the documents and stated that all baseline files were calculated according to separate profile levels only.

Thames Valley District School Board - Office of the Chairperson

1250 Dundas Street, P.O. Box 5888, London, Ontario N6A 5L1 Tel: (519) 452-2545 Fax: (519) 452-2396 website: www.tvdsb.on.ca



"Our Students, Our Future"

Page 2 of 2

Page 2 of 2

Page 2 of 2

Page 2 of 2

Page 2 of 2

Page 2 of 2

Page 2 of 2

Page 2 of 2

Page 2 of 2

Page 2 of 2

This change has significant impact upon the files that can be included in the baseline for many Boards across the province. It does not represent the options outlined in the guide and it will neither maximize the numbers of files nor reduce the administrative burden.

Secondly, when we questioned a further significant difference between our baseline file numbers and those calculated by the Finance Branch, another major guideline discrepancy came to light. Our calculations to determine the total number of files were based upon a 90% threshold, rounded to a whole file, as outlined in all documents according to the information and the examples provided.

However, the Finance Branch, now reports that the calculations for all Boards in Ontario were, in fact, not calculated "on a whole-file basis", but rather, according to the percent correct. Although he granted that we appear to have followed the correct procedure, he pointed out that the documents did not represent Ministry "intent". He further commented that no changes could be made at this time because of the very large numbers of files involved.

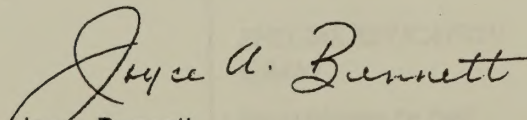
The immediate implications for the Thames Valley District School Board, as well as many Boards in Ontario, are that a great number of files that should have been included in the initial grandparented list were not. In the situations outlined above, our attempt has been to ensure that all files that legitimately meet criteria are included in our baseline by following the guidelines and information provided. This helps to reduce the ISA administrative burden and allows for less disruption in the daily support of our special needs students!

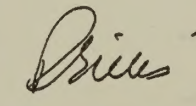
Even more worrisome for school Boards are the broad implications that result from these apparent discrepancies between guidelines and actual practice. It is critical as we move forward with the Comprehensive Review that we have confidence that all information outlining the Ministry of Education expectations for ISA funding is accurate and reliable.

The Thames Valley District School Board, along with all school Boards in Ontario, needs to legitimately maximize the number of files in our baseline, to reduce our administrative burden and to get on with the business of "Special Education." To this end, we ask for a review of the initial baseline list and request that the numbers of files for grandparenting be calculated according to the guidelines, information and examples provided in the Ministry documents.

We share the Ministry of Education desire to expedite the ISA process and have dedicated our efforts to establishing a truly representative baseline upon which to establish the Thames Valley DSB proportion of ISA funding.

Thank you for your attention to this matter,


Joyce Bennett
Chairperson of the Board


Patty Gillis
Chairperson of SEAC

- c. Board Members
SEAC Members
Derryn Gill, Chairperson, PAAC
Lynn Ziraldo, Chair, Learning Disabilities, Minister's Advisory Council
SEAC Chairpersons, District School Boards (Ontario)
Thames Valley District School Board Area MPPs

The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, regarding the land in question.

On the 1st day of January, 1900, the Department of the Interior, Bureau of Land Management, received from the State of California a certificate of title to the land in question.

The land in question is situated in the County of Santa Clara, State of California, and is more particularly described as follows:

The land in question is situated in the County of Santa Clara, State of California, and is more particularly described as follows:

The land in question is situated in the County of Santa Clara, State of California, and is more particularly described as follows:

The land in question is situated in the County of Santa Clara, State of California, and is more particularly described as follows:

The land in question is situated in the County of Santa Clara, State of California, and is more particularly described as follows:

Very truly yours,

J. H. ...
Commissioner of the General Land Office

J. E. ...
Assistant Commissioner of the General Land Office

Approved: _____
Special Agent in Charge
Department of the Interior, Bureau of Land Management
Washington, D. C.

STUDENT-FOCUSED
SPECIAL EDUCATION
FUNDING

PRESENTATION TO SEAC
DECEMBER 19, 2001

9 Special Purpose Grants
(1998)

- Early Learning Grant
- Geographic and School Authorities Grant
- Learning Opportunities Grant
- Language Grant
- Adult and Continuing Education Grant
- Transportation Grant
- School Board Administration/Governance Grant
- Teacher Compensation Grant
- *Special Education Grant*

*SPECIAL EDUCATION
GRANT*

- *Special Education Per Pupil Amount (SEPPA)*
 - Standard per pupil amount based on board's total enrolment
- *Intensive Support Amount (ISA)*
 - Variable amount based on proportion of board's students with "very high needs"

IN THE DISTRICT COURT OF THE UNITED STATES FOR THE DISTRICT OF COLUMBIA

Case No. _____

Filed _____

IN THE DISTRICT COURT OF THE UNITED STATES FOR THE DISTRICT OF COLUMBIA

Case No. _____

Filed _____

IN THE DISTRICT COURT OF THE UNITED STATES FOR THE DISTRICT OF COLUMBIA

Case No. _____

Filed _____

**SPECIAL EDUCATION
GRANT**

*Intended to cover incremental costs of
providing special
education programs and services,
including:*

- assessments and services prior to identification by IPRC
- special education teachers, including resource teachers
- professionals e.g. psychologists, speech pathologists, social workers,
- supports for integration and regular withdrawal
- special classes
- paraprofessionals e.g., Educational Assistants

- "ISA funding is not allocated to specific students or used on a strict student-by-student basis. Each board uses its total special education revenue - both SEPPA and ISA - to meet the needs of all its students with special needs." (EFB, March 2001)

- "Although individual student files are reviewed to determine each board's proportion of high needs students, **ISA funding is not allocated on a student-specific basis**". (Addendum, ISA Guidelines, 2001-02)

4 TYPES OF ISA

ISA 1

- Individualized equipment

ISA 2 and 3

- funding to boards according to number of students who meet specific criteria

ISA 4

- funding for programs in care, treatment and correctional facilities
- Section 19 (formerly 27)

Section 101(b)(1)(C)

1. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

2. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

3. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

4. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

5. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

Section 101(b)(1)(C)

1. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

2. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

3. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

4. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

5. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

Section 101(b)(1)(C)

1. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

2. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

3. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

4. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

5. The child has a physical or mental impairment that results in a child's inability to perform in the educational setting.

**SPEECH and LANGUAGE
PROFILES**

- Costs for:
 - testing of students for possible special class
 - Augmentative Communication staff
 - other Communication Services staff
 - other support staff
 - specialized materials
 - 5 special classes
 - teacher and 0.5 educational assistant per class

**WHERE DOES FUNDING
COME FROM?**

- Foundation Grant
- other special purpose grants?
- SEPPA
- ISA funding from other Profiles

OTHER PROFILES

PROFILE I - BEHAVIOUR

- Costs for:
- . EA support in regular class
 - . Assessments
 - . Support staff
 - . 10 special classes with at least one EA per class

Received March 10, 1994
Accepted April 15, 1994

ABSTRACT: The synthesis and properties of a series of poly(arylene ether)s containing a 1,4-bis(4-phenylphenoxy)benzene moiety are reported. The polymers were synthesized by the polycondensation of 4,4'-dihydroxydiphenyl ether with various diisocyanates in the presence of triethylamine. The resulting polymers were characterized by their inherent viscosities, thermal stabilities, and glass transition temperatures. The polymers containing a 1,4-bis(4-phenylphenoxy)benzene moiety showed higher thermal stabilities and higher glass transition temperatures than those containing a 1,3-bis(4-phenylphenoxy)benzene moiety.

Keywords: poly(arylene ether)s; 1,4-bis(4-phenylphenoxy)benzene; thermal stability; glass transition temperature

INTRODUCTION

The poly(arylene ether)s are a class of polymers that have attracted considerable interest because of their excellent thermal and oxidative stabilities. These polymers are widely used in a variety of applications, including high-temperature engineering plastics, coatings, and adhesives. In this article, we report the synthesis and properties of a series of poly(arylene ether)s containing a 1,4-bis(4-phenylphenoxy)benzene moiety.

PROFILE 2 - DEAF/HARD OF HEARING

Costs for:

- . Assessments
- . Support staff
- . EA support in regular class
- . 4 special classes with EA support per class
- . 3 itinerant teachers

PROFILE 3 - LEARNING DISABILITY

Costs for:

- . Assessments
- . LD students in 34 elementary
- Comprehensive - Communication classes
- . LD students in 8 secondary Comprehensive classes
- . EA support per class

PROFILE 4 - PDD/ASD

Costs for:

- . Assessments
- . PDD team
- . Other support staff
- . EA support in regular class
- . 6 special classes with at least 1 EA per class

**PROFILE 7 - INTELLECTUAL
DISABILITY**

Costs for:

- . Assessments
- . Support staff
- . EA support in regular class
- . 18 Comp. Intellectual classes
with EA support per class
- . 20 DD classes with EA support
per class
- . 7 Multiple classes with EA
support per class

PROFILE 8 - BLIND

Costs for:

- . EA support in regular class
- . LRT support
- . 4 Itinerant teachers
- . Orientation and Mobility
Instructors

**PROFILE 9 - PHYSICAL/HEALTH
DISABILITY**

Costs for:

- . EA support in regular class
- . LRT support
- . Special classes such as DD and
Multiple, including EA support

WHERE DOES FUNDING
COME FROM?

- Foundation Grant
- other special purpose grants?
- SEPPA
- ISA funding from other Profiles

WHAT'S CHANGED?

1. ISA Working group established in Nov. 2000 to make recommendations
2. Major recommendation was a 'comprehensive review' with 4 cycles of Ministry validation
 - November, 2001
 - February, 2002
 - May, 2002
 - November, 2002

3. Comprehensive review will result in a baseline of ISA-eligible files

4. Starting database of 'Grandparented' files from Spring, 2000

- *Files reviewed & approved
- *ISA 3 files approved as 2
- *Specific level within a specific profile if level met 90% THRESHOLD

- 934 files submitted in Spring, 2000
- 365 files reviewed by Ministry
 1. Files reviewed and approved & ISA 3 files approved as 2 - 289 (* 31 for Profile 3-Learning Disability)
 2. Threshold files - 167
- Total number of ISA files now in our baseline: 425

5. Boards can choose cycle(s) for submissions
6. Boards can submit a file twice if needed
7. If validators approve a claim, it will go into database of 'grandparented' files.
8. After November, 2002 will only have to submit new claims or claims for students whose needs have changed.

CURRENT STATUS

- 317 names submitted to Ministry on Nov. 30
- Validators will be in the board January 8 - 11, inclusive.

14(0)
The Hamilton-Wentworth District School Board
Exceptional-Regular Class Enrolment

October 31, 2001

School	BE	AU	D&H	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	D&B	Total
Ancaster			1	70		3	33	4		6		8		125
Barton	4	1		77	3		7	4						96
Delta	18			116	2		8	7			1			152
Glendale	4			65		3	7	4			1			84
Highland	2		1	41		4	5	1						54
Hill Park	1			65		3	9	4		2		2		86
Mountain	8			94	2	23		47				2		176
Orchard Park	2			46		7	4	8		2		2		71
Parkside	1			30			12	1						44
Parkview	14			131				70						215
Saltfleet	4	1		35		1	4	6		2	2			55
Sherwood				63	3		18	1	18	3		1		107
Sir Allan MacNab				72	1		8	4						85
Sir John A. Macdonald	2		1	41		7	2	7			1	1		62
Sir Winston Churchill	3	1		66	5		10	4		1				90
Waterdown	2	1	3	43		2	9	5		1		2		68
Westdale		1		87			90			1		1		180
Westmount	4		1	20	7	5	145		10	1		1		194
Total by Exceptional-Regular	69	5	7	1162	23	58	371	177	28	19	5	20	0	1944

**The Hamilton-Wentworth District School Board
Exceptional-Regular Class Enrolment**

14(b)-1

Comparison of October 2001 to October 2000 and October 1999

School	BE	AU	D&H	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	D&B	Total 2001	Total 2000	Total 1999
Ancaster			1	70		3	33	4		6		8		125	126	139
Barton	4	1		77	3		7	4						96	98	87
Delta	18			116	2		8	7			1			152	111	95
Glendale	4			65		3	7	4			1			84	74	67
Highland	2		1	41		4	5	1						54	61	90
Hill Park	1			65		3	9	4		2		2		86	98	99
Mountain	8			94	2	23		47				2		176	129	129
Orchard Park	2			46		7	4	8		2		2		71	87	90
Parkside	1			30			12	1						44	57	74
Parkview	14			131				70						215	201	117
Portfleet	4	1		35		1	4	6		2	2			55	74	115
Ross Park														n/a	66	93
Sherrwood				63	3		18	1	18	3		1		107	99	120
St. Allan MacNab				72	1		8	4						85	80	165
St. John A. Macdonald	2		1	41		7	2	7			1	1		62	40	61
St. Winston Churchill	3	1		66	5		10	4		1				90	96	97
Waterdown	2	1	3	43		2	9	5		1		2		68	76	86
Westdale		1		87			90			1		1		180	194	184
Westmount	4		1	20	7	5	145		10	1		1		194	119	197
Total 2001	69	5	7	1162	23	58	371	177	28	19	5	20	0	1944	1886	2105
Total 2000	74	6	11	1141	41	26	356	179	0	26	6	18	2	1886		
Total 1999	71	20	8	1200	43	80	485	100	24	48	9	16	0	2104		

Comparison of [illegible] to [illegible] and [illegible]

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	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The Hamilton Wentworth District School Board
Exceptional-Regular Class Enrolment

14(b)-2

October 31, 2001

School	BE	AU	D&H	Deaf	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	Total
A. M. Cunningham	1				3			1	1					6
Adelaide Hoodless	1	1	1		10		4	1	4					22
Allan A. Greenleaf	2				7		1	3	1					14
Ancaster Sr.	1	2			14			1	3		1		1	23
Balacava	1	2			4		1	1	2				1	12
Bell Stone		1	1		2		1		1					6
Bellmoore					5	1						1		7
Bennetto					12				2				1	15
Beverly Central		1			2		1							4
Billy Green					11	1	2					1	1	16
Buchanan Park					3			1	1					5
Burkholder					24	1	1	1						27
C. H. Bray					2				1					3
Cardinal Heights	2	2	1		51	1	3		1		1	1	1	64
Cecil B. Stirling		1			13			1			1			16
Centennial					3	2	1		2					8
Central		2											1	3
Central Park		2			2		1				1			6
Chedoke					39			2	4					45
Collegiate Ave.					3	2	2							7
Dalewood	2	1			18			8	4		1			34
Dr. J. Edgar Davey					7	3		1						11
Dr. J. Seaton					9	1		1	1				1	13
Durham		1									1			2
Dundas Central	1	1			1				2					5
Dundas District			1		20			5	1	1	3			31
Earl Kitchener		2			11			3		2	1		1	20
Eastdale	1				3				1				2	7
Eastmount Park		1			3						2			6
Elizabeth Bagshaw	1				19	2		2	1					25
Fairfield		1			2		2						1	6
Fernwood Park					1		2							3
Fessenden		1			2	1								4
Flamborough Centre	2				16			2	1				1	22
Franklin Road	1	1							2					4
George L. Armstrong					22	1	3	1	1		1		1	30
George R. Allan		2			7		1	1						11
Gibson						1			3					4
Glen Brae					11			3					2	16
Glen Echo	1				3		1							5
Gordon Price		2			4		1				2			9
Grange			1		5		1	3	1					11
Green Acres					6				1					7
Greensville					1	2					1		1	5
Guy Brown					2		1	4	1		2			10
Hampton Heights					23			1	1					25
Helena Detwiler		1			4		1		2				1	9
Hewitt Street	3	2			9		2		4				2	22
Highview	1	1			22	1	2	3	2		1	1		34

100-2

The National Archives and Records Service
Department of the Interior

October 21, 1951

School									
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100	100	100	100	100	100	100	100	100	100

**The Hamilton Wentworth District School Board
Exceptional-Regular Class Enrolment**

14(b)-3

October 31, 2001

School	BE	AU	D&H	Deaf	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	Total
Hillcrest	1				20				3					24
Hillsdale					3	1	3		1					8
Holbrook					1					1	1			3
Huntington Park					9				2					11
James MacDonald					2									2
Janet Lee	2	1	1		5		3		1	1		1		15
King George					6		1		1					8
Lake Avenue	1	2			11	2			2		1	1		20
Lawfield		1			9			1	2			1		14
Lincoln Alexander					1		1				1			3
Linden Park		1			1		2							4
Lisgar					3				2		1			6
Lloyd George					1		1							2
Lynden														0
Maple Lane		1							1		1			3
Mary Hopkins					2			1					1	4
Memorial (City)		1			17	1	3		4			2		28
Memorial (S.C.)			1		2	1	4							8
Millgrove	2				5	3		2			2			14
Mount Albion					7		6					2		15
Mount Hope	1				8	1			4					14
Mountain View	1	1			9	1	2	1						15
Mountview					5	1	2	1						9
Wood Park	1				9				2					12
Parkdale		2			3	3	6		1					15
Parkwood					3		1							4
Pauline Johnson					2		5		4		1			12
Peace Memorial		1			1		1		1					4
Pleasant Valley														0
Prince of Wales	3	1			15	1	4		3		1			28
Prince Philip					12							2	3	17
Queen Mary	2	2			48	3	1		10		5		6	77
Queen Victoria					1		1							2
Queen's Ranger					5				1	1	1			8
Queensdale					3			1	1				1	6
R. A. Riddell	2				23			1					1	27
R. L. Hyslop					2	1				1				4
Richard Beasley		1			17									18
Ridgemount		1			6									7
Robert Land	1				3	1	3		3					11
Rosedale		1			1		1		1	1			1	6
Rousseau			1		4	1								6
Roxborough Park	1	1			4	3	4		2					15
Ryckman's Corners	1				4		1							6
Ryerson			3		27	2		3	2		1			38
Sanford Avenue		1			4	3			1					9
Seneca		3			1									4
St. David														0
Sherwood Heights		1			2	1			2	1				7

**The Hamilton Wentworth District School Board
Exceptional-Regular Class Enrolment**

14(b)-4

October 31, 2001

School	BE	AU	D&H	Deaf	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	Total
Sir Isaac Brock					4				2					6
Sir Wilfrid Laurier					4	1	2						1	8
Spencer Valley					9		2	1	1		1			14
Stinson Street					7									7
Strathcona					2		1							3
Tapleystown	2				5	2	3		2					14
Thornbrae					1									1
Tweedsmuir					25		1		7					33
Viscount Montgomery	1	1			11			3			2	1		19
Vern Ames	3	2			9		6					1		21
W. H. Ballard	3	1			34	2	6	1	1				1	49
Westview	3				19				3				1	26
Westwood					4		1		1					6
Winona		2	2		5	1	2		2				1	15
Woodward					2		3							5
Yorkview					1		5		1					7
Total	52	60	13	0	910	56	123	66	129	9	38	15	36	1507

IN SENATE
January 1, 1964

REPORT OF THE COMMISSIONER OF TAXATION
ON THE REVENUE ACCOUNTS FOR THE YEAR 1963

REVENUE ACCOUNTS		1963		1962		1961		1960		1959		1958		1957		1956		1955		1954		1953		1952		1951		1950		1949		1948		1947		1946		1945		1944		1943		1942		1941		1940		1939		1938		1937		1936		1935		1934		1933		1932		1931		1930		1929		1928		1927		1926		1925		1924		1923		1922		1921		1920		1919		1918		1917		1916		1915		1914		1913		1912		1911		1910		1909		1908		1907		1906		1905		1904		1903		1902		1901		1900		1899		1898		1897		1896		1895		1894		1893		1892		1891		1890		1889		1888		1887		1886		1885		1884		1883		1882		1881		1880		1879		1878		1877		1876		1875		1874		1873		1872		1871		1870		1869		1868		1867		1866		1865		1864		1863		1862		1861		1860		1859		1858		1857		1856		1855		1854		1853		1852		1851		1850		1849		1848		1847		1846		1845		1844		1843		1842		1841		1840		1839		1838		1837		1836		1835		1834		1833		1832		1831		1830		1829		1828		1827		1826		1825		1824		1823		1822		1821		1820		1819		1818		1817		1816		1815		1814		1813		1812		1811		1810		1809		1808		1807		1806		1805		1804		1803		1802		1801		1800		1799		1798		1797		1796		1795		1794		1793		1792		1791		1790		1789		1788		1787		1786		1785		1784		1783		1782		1781		1780		1779		1778		1777		1776		1775		1774		1773		1772		1771		1770		1769		1768		1767		1766		1765		1764		1763		1762		1761		1760		1759		1758		1757		1756		1755		1754		1753		1752		1751		1750		1749		1748		1747		1746		1745		1744		1743		1742		1741		1740		1739		1738		1737		1736		1735		1734		1733		1732		1731		1730		1729		1728		1727		1726		1725		1724		1723		1722		1721		1720		1719		1718		1717		1716		1715		1714		1713		1712		1711		1710		1709		1708		1707		1706		1705		1704		1703		1702		1701		1700		1699		1698		1697		1696		1695		1694		1693		1692		1691		1690		1689		1688		1687		1686		1685		1684		1683		1682		1681		1680		1679		1678		1677		1676		1675		1674		1673		1672		1671		1670		1669		1668		1667		1666		1665		1664		1663		1662		1661		1660		1659		1658		1657		1656		1655		1654		1653		1652		1651		1650		1649		1648		1647		1646		1645		1644		1643		1642		1641		1640		1639		1638		1637		1636		1635		1634		1633		1632		1631		1630		1629		1628		1627		1626		1625		1624		1623		1622		1621		1620		1619		1618		1617		1616		1615		1614		1613		1612		1611		1610		1609		1608		1607		1606		1605		1604		1603		1602		1601		1600		1599		1598		1597		1596		1595		1594		1593		1592		1591		1590		1589		1588		1587		1586		1585		1584		1583		1582		1581		1580		1579		1578		1577		1576		1575		1574		1573		1572		1571		1570		1569		1568		1567		1566		1565		1564		1563		1562		1561		1560		1559		1558		1557		1556		1555		1554		1553		1552		1551		1550		1549		1548		1547		1546		1545		1544		1543		1542		1541		1540		1539		1538		1537		1536		1535		1534		1533		1532		1531		1530		1529		1528		1527		1526		1525		1524		1523		1522		1521		1520		1519		1518		1517		1516		1515		1514		1513		1512		1511		1510		1509		1508		1507		1506		1505		1504		1503		1502		1501		1500		1499		1498		1497		1496		1495		1494		1493		1492		1491		1490		1489		1488		1487		1486		1485		1484		1483		1482		1481		1480		1479		1478		1477		1476		1475		1474		1473		1472		1471		1470		1469		1468		1467		1466		1465		1464		1463		1462		1461		1460		1459		1458		1457		1456		1455		1454		1453		1452		1451		1450		1449		1448		1447		1446		1445		1444		1443		1442		1441		1440		1439		1438		1437		1436		1435		1434		1433		1432		1431		1430		1429		1428		1427		1426		1425		1424		1423		1422		1421		1420		1419		1418		1417		1416		1415		1414		1413		1412		1411		1410		1409		1408		1407		1406		1405		1404		1403		1402		1401		1400		1399		1398		1397		1396		1395		1394		1393		1392		1391		1390		1389		1388		1387		1386		1385		1384		1383		1382		1381		1380		1379		1378		1377		1376		1375		1374		1373		1372		1371		1370		1369		1368		1367		1366		1365		1364		1363		1362		1361		1360		1359		1358		1357		1356		1355		1354		1353		1352		1351		1350		1349		1348		1347		1346		1345		1344		1343		1342		1341		1340		1339		1338		1337		1336		1335		1334		1333		1332		1331		1330		1329		1328		1327		1326		1325		1324		1323		1322		1321		1320		1319		1318		1317		1316		1315		1314		1313		1312		1311		1310		1309		1308		1307		1306		1305		1304		1303		1302		1301		1300		1299		1298		1297		1296		1295		1294		1293		1292		1291		1290		1289		1288		1287		1286		1285		1284		1283		1282		1281		1280		1279		1278		1277		1276		1275		1274		1273		1272		1271		1270		1269		1268		1267		1266		1265		1264		1263		1262		1261		1260		1259		1258		1257		1256		1255		1254		1253		1252		1251		1250		1249		1248		1247		1246		1245		1244		1243		1242		1241		1240		1239		1238		1237		1236		1235		1234		1233		1232		1231		1230		1229		1228		1227		1226		1225		1224		1223		1222		1221		1220		1219		1218		1217		1216		1215		1214		1213		1212		1211		1210		1209		1208		1207		1206		1205		1204		1203		1202		1201		1200		1199		1198		1197		1196		1195		1194		1193		1192		1191		1190		1189		1188		1187		1186		1185		1184		1183		1182		1181		1180		1179		1178		1177		1176		1175		1174		1173		1172		1171		1170		1169		1168		1167		1166		1165		1164		1163		1162		1161		1160		1159		1158		1157		1156		1155		1154		1153		1152		1151		1150		1149		1148		1147		1146		1145		1144		1143		1142		1141		1140		1139		1138		1137		1136		1135		1134		1133		1132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14(6)-5

**The Hamilton Wentworth District School Board
Exceptional-Regular Class Enrolment**

Comparison of October 2001 to October 2000 and October 1999

School	BE	AU	D&H	Deaf	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	Total 2001	Total 2000	Total 1999
J. M. Cunningham	1				3			1	1					6	12	8
delade Hoodless	1	1	1		10		4	1	4					22	23	30
llan A. Greenleaf	2				7		1	3	1					14	5	n/a
llenby														n/a	6	2
ncaster Sr.	1	2			14			1	3		1		1	23	25	28
alaciava	1	2			4		1	1	2				1	12	19	18
all Stone		1	1		2		1		1					6	0	0
allmoore					5	1						1		7	17	11
annetto					12				2				1	15	20	21
averly Central		1			2		1							4	2	2
lly Green					11	1	2					1	1	16	9	3
uchanan Park					3			1	1					5	9	9
rkholder					24	1	1	1						27	32	37
H. Bray					2				1					3	3	2
rdinal Heights	2	2	1		51	1	3		1		1	1	1	64	61	52
ecil B. Stirling		1			13				1		1			16	18	24
ntennial					3	2	1		2					8	7	9
ntal		2											1	3	3	2
ntal Park		2			2		1				1			6	8	4
edoke					39			2	4					45	47	37
ilegiate Ave.					3	2	2							7	11	7
lewood	2	1			18			8	4		1			34	27	32
J. [redacted] ar Davey					7	3		1						11	6	7
J. Seaton					9	1		1	1				1	13	12	12
ndana		1									1			2		
ndas Central	1	1			1				2					5	123	139
ndas District			1		20			5	1	1	3			31	27	18
1 Kitchener		2			11			3		2	1		1	20	16	18
stdale	1				3				1				2	7	14	7
stmount Park		1			3						2			6	6	11
abeth Bagshaw	1				19	2		2	1					25	15	15
rfield		1			2		2						1	6	6	9
nwood Park					1		2							3	3	4
senden		1			2	1								4	7	3
nborough Centre	2				16			2	1				1	22	18	15
nklin Road	1	1							2					4	14	13
rge L. Armstrong					22	1	3	1	1		1		1	30	29	30
rge R. Allan		2			7		1	1						11	17	10
son						1			3					4	4	5
1 Brae					11			3					2	16	21	42
1 Echo	1				3		1							5	0	6
don Price		2			4		1				2			9	7	9
nge			1		5		1	3	1					11	13	14
an Acres					6				1					7	17	10
ansville					1	2					1		1	5		
Brown					2		1	4	1		2			10	4	5
pt [redacted] aights					23			1	1					25	24	24
n Detwiler		1			4		1		2				1	9	10	13

The Hamilton Wentworth District School Board
Exceptional-Regular Class Enrolment

14(b)-6

Comparison of October 2001 to October 2000 and October 1999

School	BE	AU	D&H	Deaf	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	Total 2001	Total 2000	Total 1999
less Street	3	2			9		2		4				2	22	19	22
ighview	1	1			22	1	2	3	2		1	1		34	32	35
illcrest	1				20				3					24	29	29
illsdale					3	1	3		1					8	11	9
olbrook					1					1	1			3	4	6
untington Park					9				2					11	7	10
ames MacDonald					2									2	7	9
anet Lee	2	1	1		5		3		1	1		1		15	10	4
ing George					6		1		1					8	9	6
ake Avenue	1	2			11	2			2		1	1		20	12	13
awfield		1			9			1	2			1		14	23	28
ncoln Alexander					1		1				1			3	4	8
nden Park		1			1		2							4	4	4
sgar					3				2		1			6	7	8
oyd George					1		1							2	5	4
nden														0	0	0
apple Lane		1							1		1			3		
ary Hopkins					2			1					1	4	2	2
amorial (City)		1			17	1	3		4			2		28	72	22
amorial (S.C.)			1		2	1	4							8	4	6
llgrove	2				5	3		2			2			14	12	8
unt Albion					7		6					2		15	8	5
unt Hope	1				8	1			4					14	22	18
unt /iew	1	1			9	1	2	1						15	8	6
untview					5	1	2	1						9	6	8
rwood Park	1				9				2					12	17	19
rkdale		2			3	3	6		1					15	14	7
rkwood					3		1							4		
uline Johnson					2		5		4		1			12	9	8
ace Memorial		1			1		1		1					4	14	4
asant Valley														0	6	5
nice of Wales	3	1			15	1	4		3		1			28	33	34
nice Philip					12							2	3	17	12	13
een Mary	2	2			48	3	1		10		5		6	77	31	34
een Victoria					1		1							2	0	4
een's Ranger					5				1	1	1			8	2	6
ensdale					3			1	1				1	6	7	5
A. Riddell	2				23			1					1	27	26	30
- Hyslop					2	1				1				4		
hard Beasley		1			17									18	8	3
gemount		1			6									7	9	14
xert Land	1				3	1	3		3					11	12	6
edale		1			1		1		1	1			1	6	6	4
isseau			1		4	1								6	4	4
orough Park	1	1			4	3	4		2					15	4	6
kman's Corners	1				4		1							6	4	7
rson			3		27	2		3	2		1			38	40	52
for Avenue		1			4	3			1					9	0	5
eca		3			1									4	4	8

Encouraging Psychological Literacy in the Classroom

Activity	1	2	3	4	5	6	7	8	9	10	11	12
1. Introduction to Psychology	1	1	1	1	1	1	1	1	1	1	1	1
2. The Scientific Method	1	1	1	1	1	1	1	1	1	1	1	1
3. Biological Bases of Behavior	1	1	1	1	1	1	1	1	1	1	1	1
4. Sensation and Perception	1	1	1	1	1	1	1	1	1	1	1	1
5. Learning	1	1	1	1	1	1	1	1	1	1	1	1
6. Memory	1	1	1	1	1	1	1	1	1	1	1	1
7. Intelligence	1	1	1	1	1	1	1	1	1	1	1	1
8. Developmental Psychology	1	1	1	1	1	1	1	1	1	1	1	1
9. Social Psychology	1	1	1	1	1	1	1	1	1	1	1	1
10. Abnormal Psychology	1	1	1	1	1	1	1	1	1	1	1	1
11. Research Methods	1	1	1	1	1	1	1	1	1	1	1	1
12. History of Psychology	1	1	1	1	1	1	1	1	1	1	1	1
13. Psychology in the Workplace	1	1	1	1	1	1	1	1	1	1	1	1
14. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
15. Psychology and Health	1	1	1	1	1	1	1	1	1	1	1	1
16. Psychology and Education	1	1	1	1	1	1	1	1	1	1	1	1
17. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
18. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
19. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
20. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
21. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
22. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
23. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
24. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
25. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
26. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
27. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
28. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
29. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
30. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
31. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
32. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
33. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
34. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
35. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
36. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
37. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
38. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
39. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
40. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
41. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
42. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
43. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
44. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
45. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
46. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
47. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
48. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
49. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
50. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
51. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
52. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
53. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
54. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
55. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
56. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
57. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
58. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
59. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
60. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
61. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
62. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
63. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
64. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
65. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
66. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
67. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
68. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
69. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
70. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
71. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
72. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
73. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
74. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
75. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
76. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
77. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
78. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
79. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
80. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
81. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
82. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
83. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
84. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
85. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
86. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
87. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
88. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
89. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
90. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
91. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
92. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
93. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
94. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
95. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1
96. Psychology and the Law	1	1	1	1	1	1	1	1	1	1	1	1
97. Psychology and the Environment	1	1	1	1	1	1	1	1	1	1	1	1
98. Psychology and the Future	1	1	1	1	1	1	1	1	1	1	1	1
99. Psychology and the Arts	1	1	1	1	1	1	1	1	1	1	1	1
100. Psychology and the Media	1	1	1	1	1	1	1	1	1	1	1	1

**The Hamilton Wentworth District School Board
Exceptional-Regular Class Enrolment**

14(b)-7

Comparison of October 2001 to October 2000 and October 1999

School	BE	AU	D&H	Deaf	LD	SI	LI	Gifted	MID	DD	PD	BL	MU	Total 2001	Total 2000	Total 1999
Sheffield														0	0	0
Sherwood Heights		1			2	1			2	1				7	8	10
Sir Isaac Brock					4				2					6	5	0
Sir Wilfrid Laurier					4	1	2						1	8	12	4
Spencer Valley					9		2	1	1		1			14	22	15
Stinson Street					7									7	9	6
Strathcona					2		1							3	3	4
Staplebury	2				5	2	3		2					14	11	11
Thornbrae					1									1	2	5
Woodsmuir					25		1		7					33	34	25
Discount Montgomery	1	1			11			3			2	1		19	12	0
Ernest Ames	3	2			9		6					1		21	13	5
V. H. Ballard	3	1			34	2	6	1	1				1	49	32	17
Vestview	3				19				3				1	26	29	24
Vestwood					4		1		1					6	8	1
Vinona		2	2		5	1	2		2				1	15	14	12
Woodward					2		3							5	6	8
Yorkview					1		5		1					7	6	3
Total 2001	52	60	13	0	910	56	123	66	129	9	38	15	36	1507	1582	1475
Total 2000	81	77	16	1	867	87	157	71	127	14	44	17	23	1582		
Total 1999	85	65	9	2	878	49	88	87	107	15	40	21	29	1475		

Source: September School Report prepared by schools

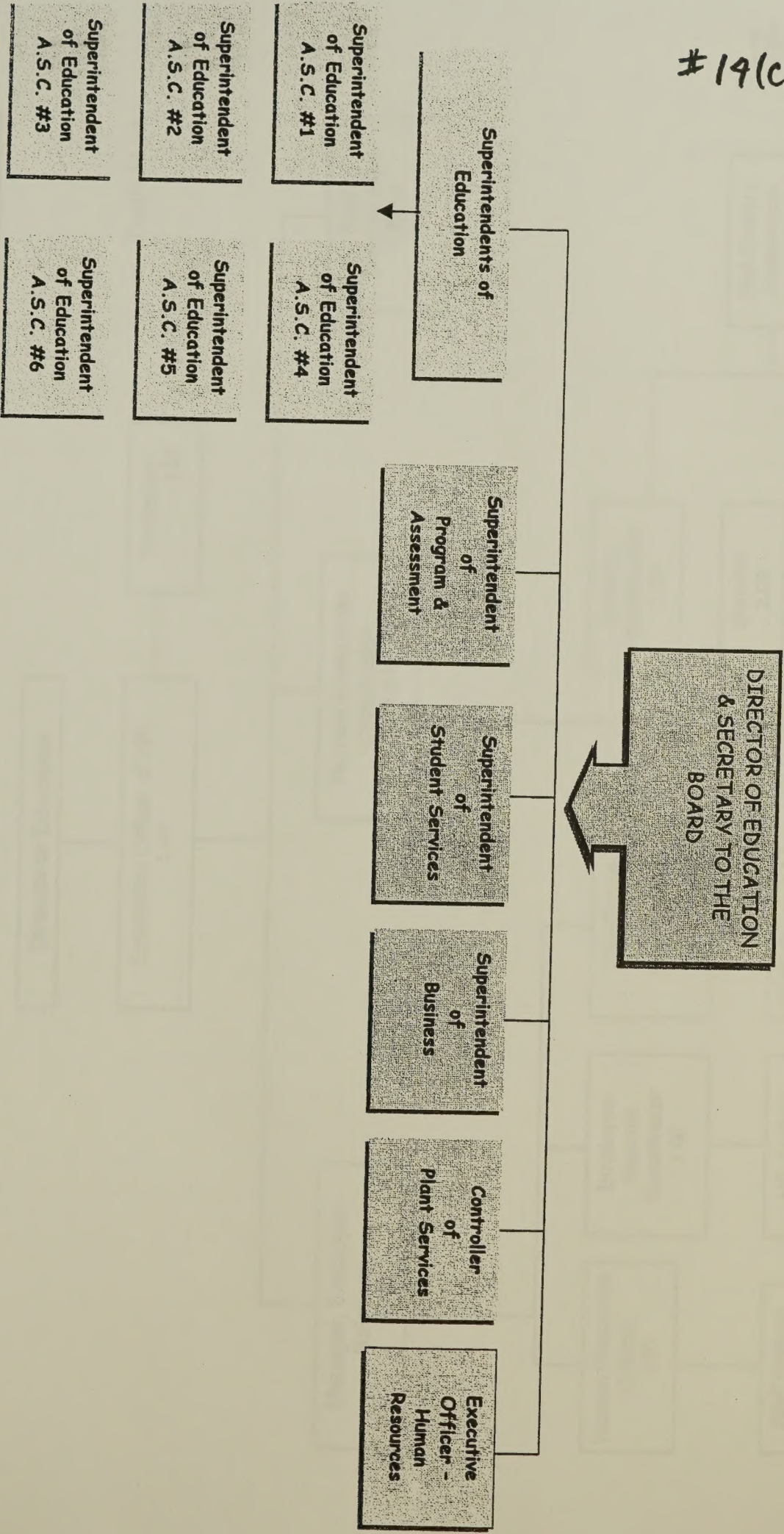
Note: The County schools that were twinned for enrolment purposes were detwinned for reporting October 31, 2001
Therefore special education data for these schools is not available in prior years

Comparison of Data for 1990 and 1991

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999	3000	3001	3002	3003	3004	3005	3006	3007	3008	3009	3010	3011	3012	3013	3014	3015	3016	3017	3018	3019	3020	3021	3022	3023	3024	3025	3026	3027	3028	3029	3030	3031	3032	3033	3034	3035	3036	3037	3038	3039	3040	3041	3042	3043	3044	3045	3046	3047	3048	3049	3050	3051	3052	3053	3054	3055	3056	3057	3058	3059	3060	3061	3062	3063	3064	3065	3066	3067	3068	3069	3070	3071	3072	3073	3074	3075	3076	3077	3078	3079	3080	3081	3082	3083	3084	3085	3086	3087	3088	3089	3090	3091	3092	3093	3094	3095	3096	3097	3098	3099	3100	3101	3102	3103	3104	3105	3106	3107	3108	3109	3110	3111	3112	3113	3114	3115	3116	3117	3118	3119	3120	3121	3122	3123	3124	3125	3126	3127	3128	3129	3130	3131	3132	3133	3134	3135	3136	3137	3138	3139	3140	3141	3142	3143	3144	3145	3146	3147	3148	3149	3150	3151	3152	3153	3154	3155	3156	3157	3158	3159	3160	3161	3162	3163	3164	3165	3166	3167	3168	3169	3170	3171	3172	3173	3174	3175	3176	3177	3178	3179	3180	3181	3182	3183	3184	3185	3186	3187	3188	3189	3190	3191	3192	3193	3194	3195	3196	3197	3198	3199	3200	3201	3202	3203	3204	3205	3206	3207	3208	3209	3210	3211	3212	3213	3214	3215	3216	3217	3218	3219	3220	3221	3222	3223	3224	3225	3226	3227	3228	3229	3230	3231	3232	3233	3234	3235	3236	3237	3238	3239	3240	3241	3242	3243	3244	3245	3246	3247	3248	3249	3250	3251	3252	3253	3254	3255	3256	3257	3258	3259	3260	3261	3262	3263	3264	3265	3266	3267	3268	3269	3270	3271	3272	3273	3274	3275	3276	3277	3278	3279	3280	3281	3282	3283	3284	3285	3286	3287	3288	3289	3290	3291	3292	3293	3294	3295	3296	3297	3298	3299	3300	3301	3302	3303	3304	3305	3306	3307	3308	3309	3310	3311	3312	3313	3314	3315	3316	3317	3318	3319	3320	3321	3322	3323	3324	3325	3326	3327	3328	3329	3330	3331	3332	3333	3334	3335	3336	3337	3338	3339	3340	3341	3342	3343	3344	3345	3346	3347
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EXECUTIVE COUNCIL STRUCTURE
THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

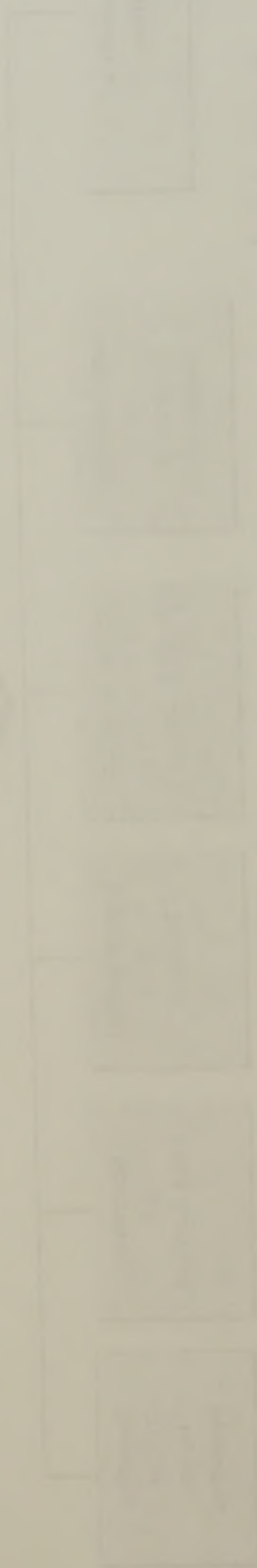
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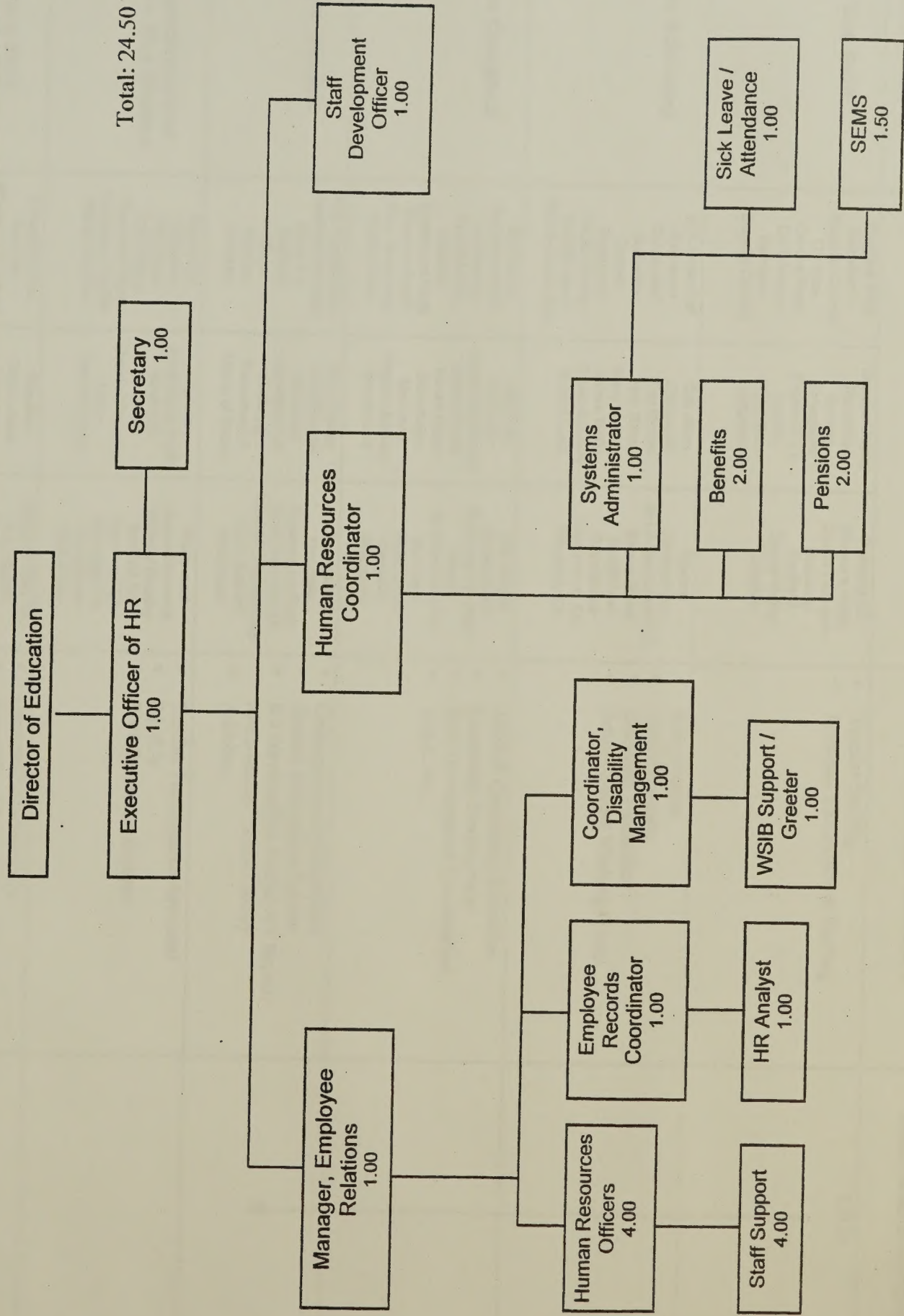
1. The first step in the process is to identify the problem. This involves a thorough analysis of the situation and a clear definition of the issue at hand.

2. Once the problem is identified, the next step is to develop a plan. This involves brainstorming potential solutions and selecting the most effective one.



1. The first step in the process is to identify the problem. This involves a thorough analysis of the situation and a clear definition of the issue at hand.	2. Once the problem is identified, the next step is to develop a plan. This involves brainstorming potential solutions and selecting the most effective one.	3. The third step is to implement the plan. This involves putting the chosen solution into action and monitoring the results.
4. The fourth step is to evaluate the results. This involves assessing the effectiveness of the solution and making any necessary adjustments.	5. The final step is to document the process. This involves creating a record of the steps taken and the results achieved.	6. The final step is to communicate the results. This involves sharing the findings with the relevant stakeholders.

Human Resources Model



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14(c)-2

SUPERVISORY OFFICERS' PORTFOLIOS

SUPERINTENDENT OF EDUCATION	ASSOCIATED SCHOOL CLUSTER			SYSTEM RESPONSIBILITY	STRATEGIC DIRECTION
Ken Bain	Ancaster High Ancaster St. Beverley Central CH Broy Central Park Dr. J. Seaton Dundona Dundas Central	Dundas District Fessenden Grange Greensville Highland S.S. Lynden Maple Lane Dundas Millgrove	Parkside S.S. Pleasant Valley Queen's Rangers Rousseau Sheffield Specer Valley Vortview	- Teacher Staffing - Principal/Vice-Principal Staffing	T.B.D.
Jim Wibberley	A.A. Greenleaf Balclava Centennial/ Bennetto Central Dolewood Dr.J.E. Davey Earl Kitchener Flamborough Ctre	G.R. Allan Glenwood Guy Brown Hess Street Mary Hopkins Prince Philip Queen Victoria Robert Land	Ryerson Sanford Ave. Sir J A Macdonald S.S. Stinson Street Strathcona Tweedsmuir Watendown S.S. Westdale S.S.	- Safe Schools - School Calendar - Bursaries, Foundation - School Budget Working Group	
Nora Campbell	Bell Stone Buchanan Park Burtholder Cardinal Hts. Chedoke Eastmount Park Franklin Road G. L. Armstrong Gordon Price	Hill Park Holbrook James Macdonald Linden Park Mount Hope Mountview Norwood Pauline Johnson Queensdale	R.A. Riddell Ridgemount Ryckman's Corners Seneca Sir Allan MacNab Thornbrae Westmount Westview Westwood	- Adult & Continuing Education - Leadership Development - Staff Development Coordination - A.B.C. etc...	
Wayne Joudrie	A.M. Cunningham Adelaide Hoodless Delta S.S. Fairfield Gibson Hillcrest Hillsdale	King George Lloyd George Memorial Mountain S.S. Parkdale Parkview S.S. Prince of Wales	Queen Mary Rosedale Roxborough Park Sir W. Churchill S.S. Viscount Montgomery W. H. Ballard Woodward	- Computers in the Classroom - Student Information System - Kit Services/Edu Media/ AV Repair/ Multi-Media/ Paikin Library - Athletics	
New Superintendent Interim - Ken Waters	Barton S.S. Bellmore Billy Green C.B. Stirling Ferriwood Park Hampton Heights Helen Detwiler	Highview Huntington Park Janet Lee Lawfield Lincoln Alexander Lisgar Mount Albion	Parkwood Peace Memorial Richard Beasley Saffleet S.S. Sherwood S.S. Sherwood Hts Tapleytown Vern Ames	- Teacher Performance Appraisal - P.L.P.'s - P/V/P Promotion Process	
	Collegiate Ave. Eastdale Elizabeth Bagshaw Glen Broe Glen Echo	Glendale Green Acres Lefre Ave. Memorial Mountairview	Orchard Park S.S. R. L. Hyslop Sir Isaac Brock Sir W. Laurier Winona	- Community partnerships - Assembly of School Councils - Organizational Coordination - Equity - OCTU	
Chuck Reid					

Project Name	Project Description	Project Objectives	Project Deliverables	Project Status	Project Manager
Project A	Project A Description	Project A Objectives	Project A Deliverables	Project A Status	Project A Manager
Project B	Project B Description	Project B Objectives	Project B Deliverables	Project B Status	Project B Manager
Project C	Project C Description	Project C Objectives	Project C Deliverables	Project C Status	Project C Manager
Project D	Project D Description	Project D Objectives	Project D Deliverables	Project D Status	Project D Manager
Project E	Project E Description	Project E Objectives	Project E Deliverables	Project E Status	Project E Manager
Project F	Project F Description	Project F Objectives	Project F Deliverables	Project F Status	Project F Manager

SUPERINTENDENT OF STUDENT SERVICES Marguerite Botting	SUPERINTENDENT OF PROGRAM & ASSESSMENT Krys Croxall	CONTROLLER OF PLANT SERVICES T.B.A. (New)	SUPERINTENDENT OF BUSINESS Don Grant	EXECUTIVE OFFICER HUMAN RESOURCES T.B.A. (New)
- Special Education - Communication Services - Psychological Services - Social Work Services - Section 19 - S.A.L.E.P. - S.E.A.C. - O.P.E.I.U Staffing - P.S.S.P. Staffing - Home Schooling - I.S.A. Funding	<u>Component 1:</u> - Jr. and Sr. Kindergarten Program (Early learning, Early Childhood Education, Child Care) <u>Component 2:</u> - Grades 1-8 Ontario Curriculum (Language, Mathematics, Science & Technology, The Arts, Social Studies/History & Geography, Health & Phys. Ed and FSL - French Immersion and ESL - Environmental Education - Choices into Action(1-8) - Learning Opportunities <u>Component 3:</u> - Secondary School Reform (9-12 subject documents and courses) - Choices into Action - School to Work/Experiential Education/OYAP/ Bridges to Business - Alternative Education <u>Component 4:</u> - Assessment, Evaluation & Reporting (K-12) (Reports cards, EQAO, Literacy Tests, etc.)	<u>Plant Services Departments:</u> - Caretaking Services, - Maintenance Services - Building Renewal & Construction - Occupational Health & Safety - Energy Services - Regulated Substance	<u>Business Departments:</u> - Accommodation & Planning - Budget Development - Computer Services - Finance - Purchasing	- H.R. Policy Development - Forecasting Staff Requirements - Recruitment - Staff Development - Negotiations - Employee Relations: - Staffing: - Disability Mgt. - Collective Agreements - Grievances & Arbitration - Seniority Lists - Employment Contract - Job Descriptions - Leaves/Transfers/ Promotions - H.R. Integrated Information Systems - Salary Administration - FOI - Benefits - Pensions



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